Triple Layer Chess: Mindset and Strategies for Sustaining and Growing School Mental Health Programs

Presented by Lisa McGarrie, MSW, Rachel Campos, MPH and Jenny Wilhoite, MEd

October 11, 2018
Today’s Objectives

• Describe key elements from a framework for building sustainable school mental health programs.
• Demonstrate how to use the power mapping tools to think about current and future relationships with partners.
• Discuss approaches to sustaining and expanding school mental health programs.
Overview

• Introduction to Organizations and Key Concepts
• Power Mapping
• Sustainability
• Q&A
Apex Program Core Partners

- Georgia Department of Behavioral Health and Developmental Disabilities
- Apex School-Based Mental Health Providers
- Center of Excellence for Children’s Behavioral Health at Georgia Health Policy Center
# Georgia Apex Program

<table>
<thead>
<tr>
<th>Goal 1: Increase Access to SBMH Services</th>
<th>Goal 2: Support Early Screening and Detection</th>
<th>Goal 3: Increase Sustained Community Partnerships</th>
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<tbody>
<tr>
<td>29 contracts in place with community behavioral health providers</td>
<td>2,822 students served who had not previously received mental health services</td>
<td>92% retention rate among school partners</td>
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Georgia Apex Program

Darker shaded counties contain at least one Apex school.
Georgia HOPE is a local provider of quality counseling services, covering 26 counties in North Georgia. The majority of our services occur in the homes of those we serve, thus increasing our client’s access to care.

Georgia HOPE provides an array of services that help our clients maintain stability in the outpatient environment. We work in partnership with individuals, families, and community resources to help people achieve good health and meaningful living, with an ultimate goal of improving community wellness.
Murray County, as a whole, had 12 child and adolescent clients being served before the School Based Mental Health (SBMH) program began.

1st year - 2 schools, 1 county, 2 therapists, 80 clients in the first 3 months. Sustainability achieved.

4th year - 30 schools, 31 staff members, Community Support Specialists (CSS) and Therapists, 8 counties and growing. Over 3,043 children served.
SUSTAINABILITY FRAMEWORK
GHPC Sustainability Framework

- Indirect funding
- Events
- Grants
- Contribution/sponsorships
- Earned income
- Government budgets
COLLABORATION & POWER MAPPING
It Takes A Village…

TEACHER
Needs Identifier

SCHOOL COUNSELOR
Permission Getter

CAREGIVER
Content Provider

SCHOOL BASED THERAPIST
Making it Better

SCHOOL SOCIAL WORKER
Crisis Handler

PRINCIPAL
Tone Setter
Connecting to the Power Mapping Activity

Identify who needs to be part of your collaboration

A way to clarify roles for stakeholders, to ensure that their potential is effectively leveraged

Image sources https://evollution.com/opinions/audio-collaboration-key-strengthening-workforce/
http://farm7.staticflickr.com/6077/6042984689_1b89e656ed.jpg
Goals of a Power Map

• Map out relationships between people/roles to demonstrate the value of relational power
• Figure out connections and relationships that you can access to solve problems, enhance your programs, develop resources, or engage to improve outcomes
Power Mapping Process

1) Choose one outcome you are working towards
2) Assess your current structure
3) List roles and/or individuals that will be needed to achieve your area of improvement
4) Plot the names along a simple matrix according to influence and level of support
5) Discuss leveraging current roles and/or building new collaborative relationships
Power Mapping Process

- **Highly Influential**
  - High Influence High Support
  - Low Influence High Support

- **Low Influence**
  - High Influence Low Support
  - Low Influence Low Support

- **Least Supportive**
- **Most Supportive**

- **Not Influential**
Power Mapping Example

Outcome: Increase referrals in a school

- Principal
- Social Worker at County
- Director of Student Support Services
- Teachers
- School Counselor
- Least Supportive
- Not Influential
- Most Supportive
- Highly Influential
Child

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GEORGIA HOPE

CENTER OF EXCELLENCE FOR CHILDREN'S BEHAVIORAL HEALTH
integrating research, policy, and practice

Georgia Health Policy Center
Georgia State University
Andrew Young School of Policy Studies
Lessons Learned About Collaboration

• Being visible and consistent
• Actively seeking referrals
• Earning trust; making schools feel comfortable with services being delivered and liability (MOUs)
• Blending into school – participating in things like 80's day with side ponytail and neon wardrobe
How SBMH Program Sustain

• Most School Based Mental Health programs are funded through a combination of sources:
  – Insurance reimbursement
  – Start-up grants
  – Ongoing grants
  – City/county allocated funding
  – School system funding

• Partnering with local mental health agencies: Title 1 Schools
  – Best option for a sustainable approach for schools with a high rate of free and reduced lunch.

Why?
How SBMH Programs Sustain

A lot of School Based Mental Health programs are operated by the school system, not the provider, in the same way that a PBIS program would be.

There is funding available to schools for the creation of a School Mental Health Program.

- IDEA: Individuals with Disabilities Education Act
- School Medicaid Administrative Claiming (MAC) Guide
- Every Student Succeeds Act (ESSA)
Apex Program Deliverables

70% Billable Activities
- Individual & family sessions, assessments, collateral contacts, psychiatry, nurse, skill building, parent skills training

30% Nonbillable Activities
- Groups, psychoeducation, school meetings, school-wide events, family or teacher engagement activities
Sustainability Approach

• Productivity based pay scale
• Title I Schools
• Collateral contacts are valuable – working on a pilot w/ Community Support Specialists (CSS) with one Medicaid Managed Care Organization to offer collateral contacts, without having to have a CSS
• Collateral contacts cover a lot more than you think: IEP meetings, disciplinary meetings, parent/teacher conferences, attendance meetings, classroom observations, communication with teachers, nurses, and school social workers
• Collaterals promote integrated care
What’s Sustainable via Billing?

70% billable activities:
- Individual Counseling
- Family Counseling
- Group Counseling
- Assessments
- Skill Building/CSS
- Parent Skills Training
- Psychiatry/Nurse
- Consultation

30% non-billable activities:
- Teacher Talks and Psychoeducation
- PBIS Implementation (actually can be billable, groups...positive peer programs)
- Other universal prevention strategies
Who Are We Treating?

- ADHD: 36%
- Adjustment: 42%
- Anxiety: 4%
- ODD: 4%
- Trauma: 7%
- Grief: 7%

Prepared by the Center of Excellence for Children's Behavioral Health at Georgia State University and Andrew Young School of Policy Studies.
Who’s Paying?

- **WellCare**: 31%
- **Amerigroup**: 35%
- **PeachCare/Medicaid**: 20%
- **APEX Grant**: 12%
- **Peach State**: 2%

88% are being served with Medicaid/Managed Care Organizations.
Lessons Learned in Sustaining and Growing a SBMH Program

- Relationships are the key
- Know your school culture
- Wifi is also really important
- Snow days happen
- Fire drills happen
- The world stops spinning during testing
- SBMH has a ripple effect
- Preparing for breaks and summer is crucial
Lessons Learned – Continued Growth

As it turns out, people love to help their community, especially the kids within it. We created a camp pilot program this year. Out of the woodwork: A karate instructor, a yoga instructor, a dance instructor, the local police, therapy and service animals, a gardener, and plenty of volunteers. If you have a program that assists at risk youth, you’ll have community support.
Additional Information

Georgia HOPE - Summer 2018 *Camp HOPE* video:
https://youtu.be/LPAmLXn08M

Find additional resources at:
www.thechangeagency.org or Bonner Curriculum - Power Mapping

**Triple Layer Chess: An Analogy for Multi-Dimensional Health Policy Partnerships**

**The Sustainability Framework**
Contact us:

Center of Excellence for Children’s Behavioral Health
Georgia Health Policy Center
Georgia State University
55 Park Place NE, 8th floor
Atlanta, GA 30303
Phone: (404) 413-0075
www.gacoeonline.gsu.edu

Georgia HOPE
1414 Dug Gap Road
Dalton, GA 30720
Phone (706) 279-0405
www.gahope.org